STUDENT EXIT FORM (SEF)

Between April and September of 2007, a sampling of public education agencies (PEAs) will be required to collect data on post-school outcomes for secondary special education students (9th – 12th grade), who exited school at any time during the 2005-2006 school year. Specifically, the ADE/ESS is required to report the numbers of students who are competitively employed and enrolled in postsecondary education or training. These students could have graduated, aged-out (reached the age of 22) or dropped-out. Based upon this baseline data, the ADE/ESS is then required to set improvement targets on post-school outcomes.

In order to conduct the post-school outcome survey next school year, you must first collect "exit" information this year. In order to gather the "exit" data the ADE/ESS has developed the **Student Exit Form (SEF).** The purpose of this data gathering tool is to provide you with an instrument for collecting demographic, transition services, and contact information on <u>each</u> secondary special education student (9th - 12th grades) who exits your school no less than one year before the scheduled post-school outcome survey is conducted. Again, this pertains to students who have graduated, aged-out or dropped-out <u>at any time</u> during the current school year. **<u>Most of this data can be gathered by the special education teachers or other school staff</u>**

through a review of the students' special education files and cumulative records. However, it may be necessary to interview individual students or their parents, especially for contact information. The SEF can be completed at any point during the school year in which the student is expected to exit. It can be collected all at once, close to the student exit date, or information can be added over time at any point throughout the last year the student is in school. PEAs are to use the attached Student Exit Form. The information will be used to facilitate locating the students as well as to assist with data analysis.

Because schools may not know that a student is planning to drop-out, it may not be possible to obtain contact information before the student leaves school. In such cases, schools will need to use the most recent contact information contained in the school records. The demographic and transition services information can still be obtained through a review of the special education and cumulative files.

The Student Exit Form has been designed for ease of completion. The instrument is divided into three sections. They are as follows:

1. DEMOGRAPHICS

2. TRANSITION SERVICES

3. CONTACT INFORMATION

It is critical that you respond to all items. Most of the items in each section are self-explanatory. There are some words or phrases in the first two sections that need some explanation.

DEMOGRAPHICS SECTION

Item number 9 contains the word "PRIMARY". If the student is found eligible in more than one disability category, it means the disability category that has the greatest adverse impact on the students' ability to access and progress through the general curriculum. This information should be found in the current multidisciplinary evaluation team report.

TRANSITION SERVICES SECTION

In item number 13, "Aged-out" means that the student has reached the upper age mandate (twenty-two years old) for providing special education and related services. "Dropped-out" means that the students exited special education but did not graduate with a regular diploma, age-out, die or move and are known to be continuing in another educational program. It does refer to those students who are GED recipients, whose status is unknown or to students who have moved and are not known to be continuing in another educational program.

In item number 14, there are two terms that need to be defined. They are "Competitive employment" and "Service learning". For the purpose of this

task we are using regulatory language out of the Rehabilitation Act to define "Competitive employment". According to 361.5 "Competitive employment" means work - (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c))

"Service learning" refers to a teaching methodology that enriches learning by engaging students in meaningful service to their school or communities through careful integration with established curricula.

In item number 15, the term "One Stop Center" means an entity that provides a single point-of-entry to a network of employment, training, and educational programs and providers in each community. They help workers and job seekers access the tools they need to manage their careers through high quality information and services and help employers find skilled workers.

In item number 16, "Postsecondary education" means the provision of further education in such entities as a university, college, vocational/trade school, apprenticeship program or a military school.

In item number 17, the question is referring to a "for credit" class that offers students the opportunity to explore career and personal development issues that pertain to them. Class topics may include, but are not limited to: self-directed IEP meetings and development, self-advocacy, disability awareness, career exploration, career readiness or independent living skills.

CONTACT INFORMATION SECTION

This is **critical** information to obtain. Besides acquiring specific contact information for the student, it is recommended that you obtain contact information of three family members or friends who will know how to contact the student after he or she leaves school. If family information is provided, please specify relationship to the student.

After acquiring this exit information, maintain it in a secure location until the post-school outcome surveys are conducted and completed. Then, submit the exit and post-school outcome data to the ADE/ESS, all at once, via the newly established on-line, web-based, Student Exit Form/PSO Data Collection application. Or, input the exit data into the

application when it is collected and store it there until it is time to complete and submit the data from the post-school outcome survey.

HOW TO SUBMIT THE DATA

The Student Exit Form/PSO Data Collection application is accessed through the ADE Common Logon (http://www.ade.az.gov/commonlogon). To set up a user account or to have the Student Exit Form/PSO Data Collection application link added to an existing Common Logon account, call the ADE Support Center. The Support Center can be contacted a 1-866-577-9636 or 602-542-7378. Their e-mail address is ADESupport@ade.az.gov.

Once logged in, click on the Data Entry link on the left side of the page. This will take you to the student list. From here you can edit existing students by clicking on their SAIS ID.

To add students to the list, click on the ADD Student link at the top of the page. Once data entry is complete, click the Save button. This will save the student data and provide a link at the top of the page to the Transition Services and Contacts portion of the Student Exit Form.

Click the Transition Services link at the top of the page to answer the questions regarding transition. Click the Continue button to save your response and display the next question. After answering the last question the Continue button will take you back to the Student Data page.

To edit the students' contact information or add additional contacts, click on the Contacts link at the top of the page. A list of contacts is displayed. Edit an existing contact by clicking on the contact name. To add a new contact, click on the Add Contact link at the top of the page. Once editing is complete, click the Submit button.